

## Valparaíso University ValpoScholar

---

Symposium on Undergraduate Research and  
Creative Expression (SOURCE)

Office of Sponsored and Undergraduate Research

---

5-3-2014

# The Effects of Guided Reading on Reading Comprehension

Jaqueline Garcia

Valparaíso University, [jaqueline.garcia@valpo.edu](mailto:jaqueline.garcia@valpo.edu)

Jared Joseph

Valparaíso University

Alex Carli

Valparaíso University

Follow this and additional works at: <https://scholar.valpo.edu/cus>

---

### Recommended Citation

Garcia, Jaqueline; Joseph, Jared; and Carli, Alex, "The Effects of Guided Reading on Reading Comprehension" (2014). *Symposium on Undergraduate Research and Creative Expression (SOURCE)*. 327.

<https://scholar.valpo.edu/cus/327>

This Poster Presentation is brought to you for free and open access by the Office of Sponsored and Undergraduate Research at ValpoScholar. It has been accepted for inclusion in Symposium on Undergraduate Research and Creative Expression (SOURCE) by an authorized administrator of ValpoScholar. For more information, please contact a ValpoScholar staff member at [scholar@valpo.edu](mailto:scholar@valpo.edu).

## **The Effects of Guided Reading on Reading Comprehension**

Jaqueline Garcia, Jared Joseph, Alex Carli

*Departmental Affiliation:* Psychology  
College of Arts and Sciences

Understanding written material is paramount to everyone's functioning in society. To bolster our knowledge of the topic, this study sought to test the effects of guided questions with in-text cues on reading comprehension. Participants were asked to read a section of text. Those with the experimental manipulation had visual cues embedded in the reading. These cues were intended to guide participants toward information that was pertinent to the prompt and to post-reading questions. The control group was not exposed to these cues, but was still asked to respond to the questions. Participants were then given a post-test that analyzed the effect of guided questions and the use of cues throughout the text. Questions in the post-test pertained to information targeted by the cues in the text, making them target questions for those who were exposed to the cues in that section of the text, while this was non-target information to the participants not given symbols in that area of the text. Those in the third group served as a control, without any cues throughout the text. Along with reading questions, participants were given a portion of the Multi-Media Comprehension Battery (MMCB) to determine individual comprehension scores. The findings will improve our understanding of reading comprehension.

### *Information about the Authors:*

Jaqueline Garcia (senior), Jared Joseph (sophomore), and Alex Carli (senior) are students in Dr. Carlson's cognitive psychology lab. They designed this experiment as a result of their exploration of general comprehension.

*Faculty Sponsor:* Dr. Kieth Carlson

*Student Contact:* [jaqueline.garcia@valpo.edu](mailto:jaqueline.garcia@valpo.edu)